

## Georgia's Pre-K Program 2010-2011 FAQ for IQ Guide for Assessment Work Sampling System

This document includes information to support programs as they implement Georgia's Pre-K Child Assessment. Use of a common language and definitions ensures that teachers understand the intent and use of all artifacts.

### **What are the titles of the books and other items that are needed to implement Georgia's Pre-K Child Assessment?**

Using Work Sampling Guidelines and Checklists

Preschool-4 Developmental Guidelines

Omnibus Guidelines

Content Standards (*Available to download from the BFTS website*)

Georgia Pre-K Content Standards and Work Sampling System Correlations (*Available to download from BFTS website*)

A working camera, preferably digital

Matrices (*can be downloaded from the BFTS Website*)

### **How should my folders be labeled, and where should portfolios be kept?**

The folders should be labeled with the Work Sampling System domains:

- Personal and Social
- Language and Literacy
- Mathematical Thinking
- Scientific Thinking
- Social Studies
- The Arts
- Physical Development and Health

An eighth folder should be labeled "Progress Reports and Checklist"

Portfolios should be accessible and kept in a labeled bin or file box within the classroom.

### **Why are the children assessed twice a year? Why not once a year?**

Children grow and change at different rates. Their growth often occurs quite rapidly. Only by noting a child's specific performance at one point in time can you accurately assess the child's progress later. We assess twice a year so that the child's profile of skills and knowledge in one collection period can be compared with her profile in an earlier period. This facilitates assessment of progress and provides a chance to record change in performance.

### **Why are artifacts labeled with domains and lesson plans activities are labeled with content standards? Why can't these be the same?**

Georgia's Pre-K Content Standards identify what four year olds should know, understand, and be able to do; therefore they are used to plan instruction. The WSS Performance Indicators measure learning on the Content Standards. WSS Performance Standards provide a profile of each child's performance and redirect the teacher back to the corresponding Content Standard for planning.

<b>Should I have all 55 indicators rated by the first 6 weeks/1<sup>st</sup> preliminary rating period?</b>
No, only those indicators for which you have collected documentation should be rated. A realistic goal would be to have collected documentation to rate a third of the indicators at the end of the first six weeks.
<b>Once I have a rating for a child, am I done with assessing that child for that rating period?</b>
No, the first rating helps establish a baseline and plan what type of activities should be planned next. An indicator rated “Not Yet” lets you know the child may need some prerequisite or basic activities, while a rating of In Process calls for reinforcement and a rating of Proficient would suggest the child is ready for the types of activities suggested for five-year olds in the Omnibus book.
<b>Where do I begin in assessing the children?</b>
Begin with those behaviors/skills that are easily observable. Some of the Indicators in the Personal/Social, Language and Literacy (Speaking and Listening) and Physical Development and Health domains can be assessed the first weeks of school.
<b>How can I ensure all 55 indicators are rated during a rating period?</b>
Child assessment should be purposeful, not accidental. Teachers should collect one type of assessment documentation (photos, work samples, matrices, observational notes) each day. For example, the teacher might take photos outside one day for Physical Development and Health, use a matrix another day during group music, collect work samples of children’s artistic responses to a story they have heard in small group, and record observational notes another day during center time focusing on Personal and social indicators. Later in the rating period, the teacher can look for those indicators that have yet to be rated for many of the children and plan activities where data can be collected.
<b>How can I document a child as “Not Yet”, when I cannot document anything negative?</b>
There is a difference between being negative and factual. Notes should record what you saw and what you heard (the facts) without judgment, An example of a factual note would be, “When asked to come to circle time, Emma stomped her foot and said, “No!”, whereas a negative note would be “Emma refused to come to circle time.”
<b>How do I decide between “as expected” or “needs development” on the progress report?</b>
<ol style="list-style-type: none"> <li>1. Count the total number of performance indicators under the domain. (subtract any NA ratings)</li> <li>2. Count the number of Not Yet ratings</li> <li>3. Count the number of In Process ratings</li> <li>4. Count the number of Proficient ratings</li> <li>5. Add the number of In Process and Proficient ratings. If more than half of the indicators are Not Yet the Process Report rating for that domain would be <u>Needs Development</u></li> <li>6. If most of the checklist ratings are In Process and/or Proficient the Progress Report rating would be <u>As Expected</u>.</li> </ol>

<b>How detailed should the progress report comments be? Are more than one or two lines needed?</b>
You want to be specific using the child's name and give examples. Be descriptive and paint a clear picture of the child's level of performance. Be positive and use language that is respectful of children and families.
<b>What if I set up parent teacher conferences and the parents don't show? What do I do?</b>
You will want to document that the parent did not attend the conference and try to reschedule. After several attempts you can request a phone conference. If they still do not accept you may send the progress report home by certified mail and state this on the parent signature line.
<b>Why do photos need descriptors?</b>
You want to make sure you know why the photo was taken.